

MERRIWETHER ELEMENTARY

565 Spring Haven Drive
North Augusta, S.C. 29860

GRADES K-5 Elementary School

ENROLLMENT 786 Students

PRINCIPAL Gene Huiet 803-279-9993

SUPERINTENDENT Dr. Sharon W. Keesley 803-275-4601

BOARD CHAIR Bradley D. Covar 803-637-3775

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	46	6	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

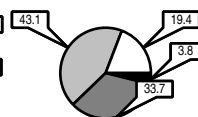
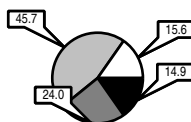
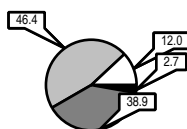
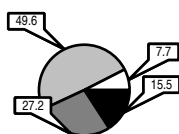
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	40	142	95
Percent satisfied with learning environment	100.0%	87.5%	92.6%
Percent satisfied with social and physical environment	100.0%	79.9%	78.7%
Percent satisfied with home-school relations	100.0%	86.9%	94.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	390	100.0	12.0	46.4	38.9	2.7	41.6	17.6
Gender								
Male	195	100.0	18.3	47.6	32.5	1.6	34.0	17.6
Female	195	100.0	5.4	45.1	45.7	3.8	49.5	17.6
Racial/Ethnic Group								
White	299	100.0	9.3	45.2	42.1	3.4	45.5	17.6
African-American	88	100.0	20.7	51.2	28.0	N/A	28.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	356	100.0	9.6	45.8	42.0	2.6	44.6	17.6
Disabled	34	100.0	40.0	53.3	3.3	3.3	6.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	390	100.0	12.0	46.4	38.9	2.7	41.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	390	100.0	12.0	46.4	38.9	2.7	41.6	17.6
Socio-Economic Status								
Subsidized meals	162	100.0	17.6	51.0	29.4	2.0	31.4	17.6
Full-pay meals	228	100.0	8.1	43.2	45.5	3.2	48.6	17.6

Mathematics								
All students	390	100.0	7.7	49.6	27.2	15.5	42.7	15.5
Gender								
Male	195	100.0	11.0	47.6	27.7	13.6	41.4	15.5
Female	195	100.0	4.3	51.6	26.6	17.4	44.0	15.5
Racial/Ethnic Group								
White	299	100.0	5.9	46.2	28.6	19.3	47.9	15.5
African-American	88	100.0	13.4	63.4	20.7	2.4	23.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	356	100.0	6.1	48.1	29.3	16.5	45.8	15.5
Disabled	34	100.0	26.7	66.7	3.3	3.3	6.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	390	100.0	7.7	49.6	27.2	15.5	42.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	390	100.0	7.7	49.6	27.2	15.5	42.7	15.5
Socio-Economic Status								
Subsidized meals	162	100.0	12.4	58.2	21.6	7.8	29.4	15.5
Full-pay meals	228	100.0	4.5	43.7	31.1	20.7	51.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	122	N/A	6.7	29.2	54.2	10.0	64.2
	Grade 4	134	N/A	3.7	44.0	51.5	0.7	52.2
	Grade 5	160	N/A	17.1	50.6	31.0	1.3	32.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	121	100.0	12.4	32.7	50.4	4.4	54.9
	Grade 4	126	100.0	9.1	40.5	46.3	4.1	50.4
	Grade 5	143	100.0	14.2	62.4	23.4	N/A	23.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	122	N/A	5.8	44.2	24.2	25.8	50.0
	Grade 4	134	N/A	9.0	36.6	32.1	22.4	54.5
	Grade 5	160	N/A	10.1	48.1	23.4	18.4	41.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	121	100.0	10.6	48.7	29.2	11.5	40.7
	Grade 4	126	100.0	6.6	46.3	20.7	26.4	47.1
	Grade 5	143	100.0	6.4	53.2	31.2	9.2	40.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 786)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.9%	Down from 3.9%	2.5%	2.4%
Attendance rate	95.5%	Down from 96.7%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	25.2%	Up from 24.7%	20.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.0%	Down from 5.1%	7.6%	8.0%
Older than usual for grade	2.5%	Down from 2.8%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	33.3%	Down from 36.5%	54.0%	50.0%
Continuing contract teachers	94.1%	Down from 98.1%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.8%	Down from 95.0%	88.0%	86.2%
Teacher attendance rate	94.5%	Down from 95.4%	95.7%	95.3%
Average teacher salary	\$37,881	Down 0.8%	\$41,031	\$39,909
Prof. development days/teacher	12.0 days	Down from 13.4 days	10.7 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	19.3 to 1	Down from 20.2 to 1	19.5 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 91.5%	90.2%	89.7%
Dollars spent per pupil*	\$0	Down 393900.0%	\$5,581	\$5,892
Percent spent on teacher salaries*	N/A	N/A	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Merriwether Elementary School is challenged daily with an enrollment of approximately 845 students. Our goal is to make a difference in the lives of our students through meeting the needs of the total child. We continually focus on the academic challenges as well as the social, emotional, and developmental issues confronting elementary-aged students. Through active Character Education and career awareness programs, our students learn beneficial life skills necessary to function in society.

We are a standards-based school that believes in both Saxon Phonics and Math programs that have continually proven to accomplish the fundamental educational needs of our students. The Reading Renaissance Program has also proven very beneficial in improving our students' reading comprehension.

In conclusion, our educational focus and goals have remained constant. Our devoted faculty and staff joined by the tremendous support of parents and community continue to allow us to fulfill our school motto of "Making a Difference."

Gene Huiet, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.